



Midsomer Norton Schools Partnership

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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

INTRODUCTION

This policy has been updated to reflect the **May 2025 Statutory Guidance** ('Careers guidance and access for education and training providers') and the **September 2025 Refresh of the Gatsby Benchmarks** reflecting the shift from "process" to "impact," specifically regarding inclusion and the use of data. It is expected that all schools across the Midsomer Norton Schools' Partnership (the Trust) have a designated and appropriately trained Careers Leader who has responsibility for overseeing CEIAG at each setting.

At Primary level, career-related learning is embedded from EYFS through to KS2. The programme starts early to challenge stereotypes and broaden aspirations, ensuring all pupils develop an understanding of the world of work and the relevance of their learning. Through curriculum links, play-based exploration, visiting speakers, and community engagement, pupils are exposed to a diverse range of careers and sectors. As a result, pupils develop awareness of the wider world of work, broaden their horizons, understand the relevance of their learning, and build confidence in their future possibilities.

At Secondary level the Trust recognises its statutory duty to secure independent careers guidance for all pupils in Years 7–13 to access dependent on need. We are committed to a "whole-school" approach where careers education is not an add-on but a core driver of social mobility and academic purpose. We ensure that every pupil, regardless of background or starting point, has access to the experiences and networks required to succeed in the modern labour market, and ensure they continue in education, employment or training in line with the national Youth Guarantee.

All Trust schools maintain a culture of high aspiration. We recognise the parity of esteem between academic, technical, and vocational routes. We proactively promote Apprenticeships, T-Levels, and Higher Technical Qualifications (HTQs) alongside traditional terminal examinations and University pathways empowering students to make informed, ambitious choices that do not "limit" or "filter" the information provided by external colleges or apprenticeship providers to favor our own internal post-16 provision.

The CEIAG programme across the Trust is integrated within each schools' curriculum and is designed to provide help at specific decision times. The Trust is committed to raising the aspirations of all learners. In line with the Trust's vision statement, careers guidance and access for education and training providers aims to develop the skills, talents, understanding and aspirations of all our learners, enabling them to become responsible citizens who achieve personal success and fulfilment in life.

It is expected that all appropriate safeguarding processes and protocols will be followed in line with the Trust Child Protection and Safeguarding Policy. Whilst on Work Experience, it is expected that pupils will interact with a number of people in the workplace as part of their experience and not be with/or supervised by only one person for longer than 3 days.

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1. The Legal Framework and The Baker Clause

All Trust schools comply with the **Provider Access Legislation (January 2023 update)** to guarantee a minimum of **six encounters** with providers of technical education or apprenticeships, distributed as follows:

- **Two encounters** during the first key phase (Year 8 or 9).
- **Two encounters** during the second key phase (Year 10 or 11).
- **Two encounters** during the third key phase (Year 12 or 13).

Our policy ensures these encounters are meaningful, impartial, and integrated into the student's decision-making journey. Schools report on the *impact* of these encounters as part of their evaluation process.

See *Appendix 2* for links to individual school Provider Access Statements.

2. Aims

The Trust subscribes to the updated **Gatsby Benchmarks (2025 Refresh)** and the **CDI Career Development Framework** as well as following up to date, local, regional and national frameworks for guidance and best practice.

Our primary aims are to:

- **Empower Equity**: Use data-driven insights and **On Track+** indicators to provide targeted support for disadvantaged students and those with SEND, ensuring no student is limited by their "cultural capital."
- **Drive Aspiration**: Challenge stereotypes and broaden horizons through early and frequent exposure to a diverse range of role models.

- **Build Career Management Skills:** Move beyond one-off events to a progressive and sequenced curriculum that teaches students how to navigate a shifting, AI-influenced labour market.
- **Bridge the Skills Gap:** Align our careers provision with local and national Labour Market Information (LMI) to ensure students are "future-ready."
- **Meaningful and Varied Encounters:** Co-designed with employers by developing longer term relationships, with a clear purpose underpinned by learning outcomes that allow two-way interactions and opportunities to complete tasks and reflect on insights, knowledge and skills gained.
- **Whole School Approach:** Woven into governance and SLT planning with clearly defined careers related roles and responsibilities for all staff. Make explicit and up to date careers links in curriculum learning.
- **Embed parent and carer engagement.** Ensure parents and carers are well-informed and able to support their children's career choices.

3. Strategic Leadership and Equity

The Trust appoints an appropriately trained **Careers Leader** in every secondary school, supported by an **SLT link** and designated **Link Governor**. The Careers Leader undertakes relevant training as part of their programme of Continuing Professional Development. This information is shared with Subject Leaders, Career Representatives, Pupil Premium Lead, Heads of Faculties including SEND and SLT where relevant, with time allocated for whole school training and updates annually. Following 2025 guidance, Careers Leaders are afforded the time and budget to lead careers across the whole curriculum. It is advised that all subject departments appoint a careers representative as a single point of contact to the Careers Leader, ensuring that "Careers in the Curriculum" (Benchmark 4) is a reality in every subject area.

The Trust adopts a **Proactive Outreach Model**. We do not wait for disadvantaged pupils to opt-in to opportunities; we pre-allocate places for high-value encounters (such as University residentials or prestigious apprenticeships) to pupils from under-represented backgrounds first.

4. Inclusive Delivery & The Youth Guarantee

The 2025 updates shift the focus from **Equality** (giving everyone the same) to **Equity** (giving students what they need to achieve the same outcome). Each School will ensure the following:

- **Targeted Intervention for Vulnerable Groups:** All schools within the Trust will use destination and aspiration data and **On-Track+** indicators to identify needs early and provide additional, bespoke support for pupils with SEND, Looked After Children (LAC), and those from disadvantaged backgrounds (Pupil Premium) to ensure parity of aspiration.
- **Removing Structural Barriers:** All schools within the Trust are committed to identifying and removing physical, financial, or cultural barriers that prevent any pupil from accessing high-quality workplace experiences, including the provision of 'Meaningful Virtual Encounters' where physical access is a barrier.
- **Parental Partnership & Cultural Capital:** All schools within the Trust recognise that parents are the primary influencers and will provide tailored Labour Market Information (LMI) sessions for families, specifically designed to support those with no prior experience of Higher Education or Technical Apprenticeships.
- **Aspirational Outcomes in EHCPs:** For pupils with an Education, Health and Care Plan (EHCP), careers transition planning will be embedded from Year 7, focusing on 'Ambitious Outcomes' that challenge stereotypes regarding disability and employment.

Specific schools will ensure the following:

- **Primary Schools:** Careers education focuses on 'People who help us' themes at EYFS/KS1 and "Awareness and Horizons," at KS2, dismantling gender and social stereotypes through play, visiting speakers, and community engagement.
- **Secondary/Mainstream:** Delivery is a hybrid of discrete PSHE units, tutor-led sessions, and immersive employer encounters. We endeavour to provide every pupil in KS4 and KS5 a "Meaningful Workplace Experience" (Benchmark 6).
- **AP and SEND Schools:** A highly personalised and aspirational programme that focuses on equitable outcomes, aiming to overcome perceived limitations and secure meaningful, sustained employment or further

education/training. This is achieved by embedding transition planning into EHCP reviews from Year 7, prioritising Supported Internships, and providing intensive, bespoke support to remove logistical barriers like travel training. All students with SEND/EHCPs are prioritised for one-to-one guidance with Level 6 qualified careers advisors to ensure they achieve ambitious post-16 destination

5. Independent Advice and Guidance (IAG)

Every pupil from Year 7 upwards should have access to a Level 6 qualified, independent Careers Advisor. In accordance with the 2025 update, priority for 1:1 guidance is given to:

- Pupils with SEND/EHCPs.
- Looked After Children (LAC) and Care Leavers.
- Pupils eligible for Pupil Premium.
- Pupils at risk of becoming NEET (Not in Education, Employment, or Training).

The Trust is committed to tracking "career readiness" for these groups to ensure no "destination gap" exists between them and their peers.

Where possible, careers advice is also made available during Parents Evenings, Options Evenings and Open Evenings.

6. Work Experience (WEX)

The DfE expects schools to work toward a "guarantee" of at least **one week of work experience** for pupils in Key Stage 4 (Years 10-11) and encourages meaningful "work-related activities" in Key Stage 3.

The Trust works toward the future introduction of ensuring every student completes **at least two weeks of meaningful workplace experiences by the end of Year 11**, aligned with the refreshed Gatsby Benchmark 6 definitions of 'Meaningful Interaction'.

All **Benchmark 6** activities aim to include **pre-encounter preparation** and **post-encounter reflection**, recorded on a student's record.

7. Monitoring, Evaluation and Review

This policy and its local school procedures are informed by and measured against:

- [Good Career Guidance: The Next 10 Years \(Gatsby Foundation\)](#) and [Careers Impact Internal Leadership Review](#) via the Compass+ tool. There is a new focus on **equity** (ensuring disadvantaged pupils get more targeted support) and **parental engagement** is now more explicitly woven into the benchmarks.
- [Careers guidance and access for education and training providers \(GOV.UK\)](#) Emphasis on **Careers Leaders** being properly trained and having a "whole-school" impact. Expects schools to work toward the [Quality in Careers Standard](#) and highlights the move toward a national "Youth Guarantee" of work experience and an equity of impact.
- [Provider Access Legislation - Statutory Requirements](#)
- [The CDI Framework for Careers, Employability and Enterprise Education](#)
- [Ofsted Education Inspection Framework \(2025 Updates\)](#) Careers sits under "Personal Development," and requires measuring *impact* of your careers program on pupil destinations, not just a list of guest speakers.
- **Destination Data:** Tracking pupil outcomes post-exit to measure the long-term impact of the CEIAG program.
- [The Youth Guarantee](#)
- [The CEC Ensuring the transition to adulthood is sustainable and financially informed.Equalex Framework](#)
- [Identifying and supporting students at risk of NEET](#)

The MNSP Trust utilises the **Compass+** tool to track progress and adjust the curriculum requirements each year against the Gatsby Benchmarks (2025 Refresh) and uses the **Provider Encounter Impact Assessment** (*see example in appendix*) to ensure all statutory encounters result in measurable pupil progress to inform personalised support.

All schools should complete a Compass evaluation three times per year alongside gathering feedback from pupils, parents and employers annually and after each key careers related event or activity. All schools are encouraged to utilise the **Future Skills Questionnaires** annually to gather pupil understanding of career readiness and impact of their careers programme. All compass evaluations should be regularly reviewed by SLT and the Careers Link Governor.

All schools should maintain a record of all provider encounters and conduct annual Impact Assessments with all stakeholders to ensure these sessions effectively inform pupil decision-making. Schools are encouraged to allow pupils to have access to their own participation records to support them during transition points, particularly those pupils in priority groups.

All schools should make use of the **Future Skills Questionnaires** to gather student feedback and evaluate their careers programme.

All schools must publish the following information on their website:

- Named Careers Leader and contact details
- The school careers programme overview and review date
- Provider Access Statement
- How the school Careers Programme is evaluated

8. Student Entitlement

Every pupil in the Trust is entitled to:

1. **Impartiality:** A service free from bias toward any specific institution or route.
2. **Digital Literacy:** Access to high-quality online platforms (e.g., Unifrog) to track their own progress.
3. **Parental Involvement:** Access for their parents/carers to modern LMI and transition support.
4. **Real-World Experience:** At least one meaningful encounter with an employer every year.

9. Links to Other Policies

- **SEND Policy:** Tailoring careers for students with additional needs.
- **Safeguarding Policy:** Specifically regarding work experience placements.
- **Curriculum Policy:** Integration into PSHCE/Subject areas.

All destination and aspiration data is handled in accordance with the Trust Data Protection Policy and GDPR, ensuring pupil privacy while maintaining longitudinal tracking.

10. Management of provider access requests and opportunities for access

Please see below specific school career website pages and policy statements:

[Ansford](#)

[Beechen Cliff](#)

[Bucklers Mead Academy](#)

[Critchill](#)

[Danesfield Middle School](#)

[Frome College](#)

[Hayesfield Girls' School](#)

[KnowleDGE Academy](#)

[Minehead Middle School](#)

[Notton House Academy](#)

[Norton Hill](#)

[Oakfield Academy](#)

[Preston](#)

[Pyrland](#)

[Selwood](#)
[Somerset Studio School](#)
[Somervale School](#)
[Soundwell Academy](#)
[St Dunstan's](#)
[St Mark's](#)
[St Matthias Academy](#)
[Writhlington School](#)

Example Secondary School Careers Curriculum used as a basis for all Trust schools:

A summary of each school's careers programme is published on their school website.

What a student expect at each Key Stage in Secondary School:

- **KS3:** Self-awareness, exploring different sectors, and initial employer encounters.
- **KS4:** 1:1 guidance interviews, work experience, and post-16 option workshops.
- **KS5:** Higher Education visits, apprenticeship applications, and professional networking.

Year Group	Focus Area	Suggested Activities
Year 7	Self-Discovery: Building the self-awareness needed to make early, informed choices.	• Introduction to careers platforms (e.g., Unifrog, Morrisby). • "Guess My Job" assemblies with local employers. • Identifying personal strengths and soft skills.
Year 8	Exploring Sectors: Broadening horizons to prevent "vulnerable" career pathways.	• Linking curriculum subjects to real-world jobs. • Stereotype-busting workshops (e.g., Women in STEM). • Enterprise competitions (e.g., Dragon's Den style projects).
Year 9	Informed Choices: Ensuring a "Level 2" transition plan is in place to avoid NEET status.	• GCSE Option Support: Matching subjects to career paths. • Experience of a workplace • Introduction to Apprenticeships vs. University
Year 10	The World of Work: Providing the "meaningful employer encounter" required by the Guarantee	• Work Experience placements (1 week). • CV writing and cover letter workshops. • Mock interview sessions with business volunteers.
Year 11	Post-16 Transitions: Guaranteeing a "Quality Offer" of education or training for every leaver.	• 1-on-1 sessions with a Level 6 Careers Advisor. • College and Sixth Form open day visits. • Application support for A-Levels, T-Levels, or Apprenticeships.
Year 12	Professional Branding: Building social capital and professional networks for high-level entry.	• Higher Education (UCAS) and Degree Apprenticeship fairs. • Subject-specific masterclasses or taster days. • Building a LinkedIn profile and networking skills.
Year 13	Final Destinations: Ensuring the transition to adulthood is sustainable and financially informed.	• Intensive UCAS personal statement or CV refining. • Interview prep (MMIs for Medics, Assessment Centers for Apprentices). • Financial literacy and "Life After School" transition workshops.

Example Provider Access Statement

School Logo

School Name: Provider Access Policy Statement (PAL)

Access for colleges, training providers, university technical colleges, universities and all other post 16 providers, including technical, vocational and academic routes and apprenticeships

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement:

All students in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

Year 8 or 9	Two encounters for students that are mandatory for all to attend
[Year 10 or 11]	Two encounters for students that are mandatory for all to attend]
[Year 12 or 13]	Two encounters that are mandatory for the school to put on but optional for students to attend]

[delete as required]

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

As part of the Midsomer Norton Schools Partnership Trust, x School defines an encounter as at least 30 min, during the school day.

The school day runs from 8.50am until 3.10pm.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. X School will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, webinars within the curriculum, including live events, careers engagement events and parents evenings. Meaningful encounters may be planned using the [Making it meaningful checklist](#).

The quality and impact of careers provision at **x School** is monitored by our Senior Leadership Team, MNSP's Central Strategic Careers Lead and the **Somerset** Careers Hub through Compass+ auditing. Access and opportunity to engage with technical, vocational and training providers will form part of this process.

Premises and Facilities

X School has a range of facilities available for providers to use in support of our careers programme. This includes **a school hall, classrooms, conference room, IT rooms, Sixth Form Centre and Common Room, outdoor space and online conference platforms.**

The school will also make available access to IT support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the **Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all pupils at lunch and break times.**

A provider wishing to request access should contact:

- **Name:** [Insert Careers Leader Name]
- **Role:** Careers Leader
- **Email:** [Insert Email Address]
- **Telephone:** [Insert Phone Number]

Granting Requests and Refusal of Requests

Once your request has been submitted, **the x school's** Careers Leader will respond to you within 10 working days. All requests will be given due consideration by the Careers Leader and Senior Leadership Team.

Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- Details of the opportunities you offer including technical education, courses and entry requirements
- What is learning like with your institution?
- How do you prepare students for their best next step on successful completion of your course/training?
- Provide examples of linking courses with careers relating to the labour market and recent positive destinations of students who have completed their learning with you

Requests will be considered against: -

- Clashes with other planned activities or visits.
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the school's Safeguarding policy. For questions on this policy statement or the wider careers programme at **x School** please do not hesitate to contact us.
- **x School** will keep a log of all provider requests for access and the outcomes and record on Compass+ to support the delivery and evaluation of the careers programme.

Opportunities for Access: Example

The school offers a comprehensive Careers program, and we invite providers to join us at various events throughout the year:

Event Type	Timing	Targeted Group
National Careers Week	March	All Years

Post-16 Options Evening	October/November	Years 10 & 11
Apprenticeship Workshops	February	Years 11, 12 & 13
HE & Degree Apprenticeship Fair	June/July	Year 12

Example Provider Encounter Impact Assessment

School Name: _____ | Date of Event: _____

1. Event Overview

- Provider Name/Type: (e.g., Local FE College, NHS Apprenticeship Lead)
- Year Group(s) involved: _____
- PAL Phase: ☐ Phase 1 (Y8/9) ☐ Phase 2 (Y10/11) ☐ Phase 3 (Y12/13)

2. Meaningful Encounter Checklist

As per 2025 Statutory Guidance, did the session include:

- ☐ Information on specific technical qualifications/apprenticeships?
- ☐ Direct links to specific career outcomes/job roles?
- ☐ Clear instructions on the application/entry process?
- ☐ An interactive Q&A session?

3. Impact Metrics (Student Feedback)

To be completed via a quick exit poll or digital survey (1–5 scale):

- Knowledge: "I feel I understand this career path better than before." Avg: _____
- Inspiration: "I am more likely to consider a technical/vocational route." Avg: _____
- Clarity: "I know exactly what my next step is if I want to apply." Avg: _____

4. Coordinator Observation & Follow-up

- Engagement Level: [High / Medium / Low]
- Next Steps: (e.g., "3 students requested follow-up 1:1 meetings with the Careers Advisor following this talk.")

Example Staff Briefing: Careers Education Update

To: All Staff (Teaching, Support, and Tutors) **Subject:** Our New Statutory Duties for Careers

Following the **January 2025 DfE Statutory Update**, our Careers Policy has evolved. Careers is now a "whole-school" responsibility. Here is what you need to know to stay compliant and support our students effectively:

1. The "6 Encounters" Rule (Provider Access Legislation)

We are legally required to ensure every student has **two meaningful encounters** with technical education or apprenticeship providers in each key phase (Y8/9, Y10/11, and Y12/13).

- **Your Role:** If a provider is visiting during your lesson or tutor time, please help facilitate a "meaningful" environment—encourage active questioning and relate the session to your subject area.

2. The "Gatsby 2025" Refresh

The Gatsby Benchmarks have been updated to focus on **impact over activity**. We are specifically focusing on **Benchmark 4: Linking Curriculum to Careers**.

- **Your Role:** Aim to highlight at least **one specific career link** per half-term within your subject curriculum. (e.g., *"The trigonometry we are doing today is a core skill for an Avionics Technician."*)
- Every department should have a "Subject-to-Career" roadmap to ensure careers are embedded in all subjects, not just PSHE.

3. Focus on Inclusion (Benchmark 3)

The 2025 guidance demands a sharper focus on our most vulnerable learners (SEND, LAC, and those with EHCPs).

- **Your Role:** For students with EHCPs, careers must be a "golden thread" in their reviews. Please share any specific career interests you notice in these students with the Careers Leader.

4. Meaningful Work Experiences (Benchmark 6)

There is a renewed national push for **High-Quality Work Experience** in Year 10 and Year 12.

- **Your Role:** Support students in finding placements that match their aspirations, rather than just "any" placement. Use our new **Impact Assessment** forms to help students reflect on what they learned after a trip or visit.

Example for Tutors: Our weekly "World of Work" tutor sessions are now mandatory. Please ensure these are delivered using the centralized resources to maintain our statutory "impartiality" requirements.

Publish: Ensure the updated **Provider Access Statement (Appendix 1)** is published on every school's website by the start of the next term.

Audit: Use the **Compass+** tool to re-evaluate your Gatsby scores against the new 2025 criteria.

Evidence: Keep a digital folder of the "Impact Assessments" for every visitor to prove the encounters were "meaningful."

Example Governor & Trustee Briefing: Careers Policy Update

Purpose: To outline the mandatory changes to the CEIAG Policy following the **January 2025 Statutory Guidance** and the Gatsby "Next Ten Years" Refresh.

1. The Legal Mandate (The "Baker Clause" Evolution)

The DfE has moved from "access" to "impact." The Trust is now legally required to provide **six mandatory encounters** with technical education/apprenticeship providers.

- **The Change:** We must now prove these encounters are "meaningful" (interactive and outcome-focused) rather than just passive presentations.
- **Governor Oversight:** Governors should ask for evidence of the **Impact Assessments** conducted after these visits to ensure quality.

2. The 2025 Gatsby Refresh

The Gatsby Benchmarks have been refined to focus on **whole-school integration**.

- **Benchmark 1:** Requires a "Stable Careers Programme" that is visible on the website and backed by a trained Careers Leader.
- **Benchmark 4:** Careers must be embedded in the curriculum (not just a "one-off" in PSHE).
- **Strategic Goal:** Every department now has a "Subject-to-Career" roadmap to ensure sustainability.

3. Focus on Destinations and Equity

There is a heightened focus on the "Social Mobility" aspect of careers guidance.

- **Vulnerable Groups:** We are now specifically tracking the "career readiness" of students with SEND and those from disadvantaged backgrounds to ensure no "destination gap" exists.
- **Destination Data:** The Board will receive annual reports not just on *where* students go, but whether those destinations align with their stated aspirations.

4. Example Questions for the Board to Ask

To ensure the Trust is meeting its statutory duties, we recommend the Board asks the following during school visits:

1. *"How are we ensuring that Phase 1 (Year 8/9) students are receiving their two mandatory technical encounters?"*
2. *"Does the school's Compass+ data show a positive trend in Benchmark 4 (Curriculum Linking)?"*
3. *"How is the Careers Leader supported by the Senior Leadership Team to ensure careers isn't an 'add-on'?"*